The Cube

MYP 1 Summative Assessment: Ancient Greece

Outline

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| Objective | Description |
| A2 | Show knowledge and understanding of three aspects of ancient Greek culture by using descriptions, explanations and examples |
| B2 | Follow a simple action plan to investigate three aspects of ancient Greek culture and where we see their influence today. |
| D2 | Organize your information and ideas into a cube with one side displaying information from the past and its opposing side displaying information from the present. |

Your task is to investigate aspects of ancient Greece that still affect us today and display your findings in a clear and creative way. You first need to formulate an action plan. Here is an example:

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| --- | --- | --- |
|  | Ancient Greece | Today |
| Theme 1: Architecture | The Parthenon | The US Supreme Court |
| Theme 2: Literature | Homer’s *Odyssey* | Movies and TV based on the *Odyssey* |
| Theme 3: |  |  |

Next, you need to follow your action plan to collect information for each topic, recording your sources along the way. For each topic you need to describe it and explain its significance in ancient Greece and the present. The key concept for our unit is **systems**, so you need to tell me which system your topic is connected to and what role it played in that system.

Finally, you need to present your information as a cube with each face connected thematically to its opposing side. See the rubrics that follow for further guidance.

Rubric

Criterion A: Knowing and understanding

Maximum: 8

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| --- | --- |
| Achievement level | Year 1 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * Shows **basic** knowledge and understanding of three aspects of ancient Greek culture by using **some** descriptions and/or examples. The student:   + identifies the system to which the aspect belongs. For example, Medusa is part of the ancient Greek system of religion.   + describes the ancient Greek system. For example, the ancient Greek system of religion is composed of a pantheon of gods and goddesses who have supernatural powers and participate in human affairs. Zeus is the king of the gods and each god has earthly responsibilities.   + identifies a modern example which shows the influence of this aspect of ancient Greek culture today. For example the US Supreme court shows the influence of ancient Greek architecture, specifically, the Parthenon. |
| 3-4 | The student:   * Shows knowledge and understanding of three aspects of ancient Greek culture through **simple** descriptions, explanations and examples. The student:   + identifies the system to which the aspect belongs. For example, Medusa is part of the ancient Greek system of religion.   + describes the ancient Greek system. For example, the ancient Greek system of religion is composed of a pantheon of gods and goddesses who have supernatural powers and participate in human affairs. Zeus is the king of the gods and each god has earthly responsibilities.   + explains the significance of their example in the system. For example, What role does Medusa play in the ancient Greek system of religion? She was a Gorgon, and her image, which turned men to stone, was often used to ward off evil spirits.   + identifies a modern example which shows the influence of this aspect of ancient Greek culture today. For example the US Supreme court shows the influence of ancient Greek architecture, specifically, the Parthenon. |
| 5-6 | The student:   * Shows **good** knowledge and understanding of three aspects of ancient Greek culture through descriptions, explanations and examples. The student:   + identifies the system to which the aspect belongs. For example, Medusa is part of the ancient Greek system of religion.   + describes the ancient Greek system. For example, the ancient Greek system of religion is composed of a pantheon of gods and goddesses who have supernatural powers and participate in human affairs. Zeus is the king of the gods and each god has earthly responsibilities.   + explains the significance of their example in the system. For example, What role does Medusa play in the ancient Greek system of religion? She was a Gorgon, and her image, which turned men to stone, was often used to ward off evil spirits.   + identifies a modern example which shows the influence of this aspect of ancient Greek culture today. For example the US Supreme court shows the influence of ancient Greek architecture, specifically, the Parthenon.   + describes its role today and the system to which it belongs. For example, the US Supreme Courts is modeled on the Parthenon. The US Supreme Court is the highest court in the US criminal justice system. It is the third branch of government in the United States and it is responsible for interpreting laws. |
| 7-8 | The student:   * Shows **detailed** knowledge and understanding of three aspects of ancient Greek culture through descriptions, explanations and examples. The student:   + identifies the system to which the aspect belongs. For example, Medusa is part of the ancient Greek system of religion.   + describes the ancient Greek system. For example, the ancient Greek system of religion is composed of a pantheon of gods and goddesses who have supernatural powers and participate in human affairs. Zeus is the king of the gods and each god has earthly responsibilities.   + explains the significance of their example in the system. For example, What role does Medusa play in the ancient Greek system of religion? She was a Gorgon and her image, which turned men to stone, was often used to ward off evil spirits.   + identifies a modern example which shows the influence of this aspect of ancient Greek culture today. For example the US Supreme court shows the influence of ancient Greek architecture, specifically, the Parthenon.   + describes its role today and the system to which it belongs. For example, the US Supreme Court is the highest court in the US criminal justice system. It is the third branch of government in the US and it is responsible for interpreting laws.   + explains why she thinks modern people adopted this particular aspect of ancient Greek culture. |

Criterion B: Investigating

Maximum: 8

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| --- | --- |
| Achievement level | Year 1 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * **makes a limited attempt** to follow a simple plan to investigate three aspects of ancient Greek culture and where we see their influence today. |
| 3-4 | The student:   * **partially** follows a simple plan to investigate three aspects of ancient Greek culture and where we see their influence today. |
| 5-6 | The student:   * **satisfactorily** follows a simple plan to investigate three aspects of ancient Greek culture and where we see their influence today. |
| 7-8 | The student:   * follows a simple plan **completely** to investigate three aspects of ancient Greek culture and where we see their influence today. |

Criterion D: Communicating

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 1 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * **tries in a limited way** to organize information and ideas into a cube with one side displaying information from the past and its opposing side displaying information from the present. |
| 3-4 | The student:   * **sometimes** organizes information and ideas into a cube with one side displaying information from the past and its opposing side displaying information from the present. |
| 5-6 | The student:   * **often** organizes information and ideas into a cube with one side displaying information from the past and its opposing side displaying information from the present. |
| 7-8 | The student:   * **completely** organizes information and ideas into a cube with one side displaying information from the past and its opposing side displaying information from the present. |

Assessment

Name: Date:

**Assessment**

|  |  |
| --- | --- |
| **Criterion** | **A** |
| Level achieved |  |
| **Criterion** | **B** |
| Level achieved |  |
| **Criterion** | **D** |
| Level achieved |  |

**Criterion A: Knowing and understanding**

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 1 assessment criteria |
| 7-8 | The student:   * shows **detailed** knowledge and understanding of facts and ideas through descriptions, explanations and examples. |

This work achieved level **7** because the student:

The work would have achieved a higher level if the student had:

**Criterion B: Investigating**

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 1 assessment criteria |
| 7-8 | The student:   * follows a simple plan **completely** to answer a research question. |

This work achieved level **7** because the student:

The work would have achieved a higher level if the student had:

**Criterion D: Communicating**

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 1 assessment criteria |
| 7-8 | The student:   * structures information and ideas **completely** according to the task instructions |

This work achieved level **7** because the student:

The work would have achieved a higher level if the student had: